DOCUMENT RESUME

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ABSTRACT

This program, included in "Effective Reading Programs...," serves K-5 students in a small rural town. The strengths of children are the focus of this program, which uses teaching strategies introduced by Robert Wilson of the University of Maryland reading center. Teacher-prepared diagnostic tests and skills checklists are used to individualize reading instruction, and an effort is made to ensure daily success and challenge for each student. Learning centers are provided in all instructional areas and are arranged according to difficulty. Contract teaching is used, with words from a spelling list developed by the teacher and the class. Based on pretests, these contracts are drawn up in individual student conferences with the teacher and are evaluated by posttests. Sustained silent reading and writing periods are scheduled daily for 10-15 minutes each. The language experience approach is used in kindergarten and the first two grades, with students individually dictating stories that become the basis for vocabulary and word attack exercises. Instructional aides and parent volunteers play an important role in the program, as do student tutors from grades 4 and 5 who work with younger students. (WR)

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WEST FRIENDSHIP ELEMENTARY SCHOOL FOCUSES ON THE STRENGTHS OF CHILDREN

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Through teaming and coordination of a variety of materials, equipment and human resources, West Friendship's staff is committed to a program which will help boys and girls in all reas of their development. Based upon Dr. Robert Wilson's "Accept and Challenge" philosophy the teachers are incorporating a number of strategies which focus on the strengths of children, and which involve diagnostic teaching and decision making by children. These include the use of learning centers, contract spelling, Language Experience approach to reading, sustained silent reading, "Personality of the Week" and daily use of student tutors and parent volunteers.

Dr. Wilson and his staff at the University of Maryland provided in-service programs and consultant services to assist our staff.

Each aspect of our program that focuses on the strengths of children is undergoing evaluationby the staff.

Each class honors one student each week. This student puts his or her picture on a designated bulletin board and writes something about himself or herself. All class members and the teacher then write something positive about the person and these are all displayed around the picture. At the first grade level, students dictate their statements to an aide or parent volunteer who prints them for the student.

Some captions used for Personality of the Week includes "Star of the Week", "Our Big Cheese", "Who's Who in Our Team", "Top Cat of the Week" and "My Week to Shine".

PERSONALITY OF THE WEEK

All students in the school read silently from 3:00 to 3:15 each afternoon prior to dismissal time. Teachers must also read. Students select their own reading material for this silent reading time. Some bring books or comic books from home; others read library books or materials from classroom collections.

At the kindergarten and first grade level, teachers read to students; however, many first graders become independent silent readers during the second semester.

CS 001 882

SUSTAINED SILENT READING

Our staff, assisted by Dr. Wilson, developed a Reading Skills Checklist which becomes a part of each student's record. A series of diagnostic tests were also developed as a basis for diagnosing needs and recording progress on the checklist. Twenty-two informal instruments were prepared ranging from visual and auditory discrimination, phonics skills to syllabication and dictionary skills. The Botel Word Opposites Test is also administered to all students.

DIAGNOSTIC TEACHING

Learning centers are used in all instructional areas to provide motivating independent activities which may teach, reinforce or enrich. Most centers have heirarchies so all students can benefit from the center. Teachers often use the captions "Hard", "Harder" and "Hardest" to indicate three different levels of difficulty so the student who needs to do the easiest skill feels very challenged.

Centers are colorful and inviting. Large pictures and captions make children want to try them. Many are manipulative and self-checking to eliminate an undue amount of papers to be checked by the teacher. Each child has a center folder in which he keeps a record of the centers completed and his papers. These are evaluated by the teacher as soon as possible and used to diagnose needs.

LEARNING CENTERS

Teachers of grades one and two use the language experience approach as a part of the reading program. Students dictate their own stories to a teacher, aide or parent volunteer. It is printed or typed for the student. The teacher uses the child's story to develop vocabulary and word attack skills. Each child has a word bank—cards with words printed as he or she learns them. These word banks are used for many activities by the aide, parent volunteer or student tutors.

Group stories are also developed with reading groups or class groups to record common experiences. These are typed and duplicated so all students have a copy. These are also used in various skill development activities.

The "Contract Spelling" method is used by most classes. The format and record keeping varies among teachers but the goal of success for all and child decision-making is the same.

At the second and third grade levels, a weekly word list is developed by the teacher and her class, usually containing words that follow a particular spelling pattern or a sound they are working on. After a pre-test, the student makes a contract or promise to learn a particular number of words. This is done in a conference with the teacher. Students may select a variety of methods to study their words—writing, working with a buddy, etc. A final test is given after four or five days. Students who make their contract receive a "Super-Duper Spelling Award" [a mimeographed form with a gold seal and the teacher's signature].

Fourth and fifth graders contract for varying number of words from prepared lists and use the language master for individual tests. The words are recorded on language master cards and filed in numerical sequence. When a student is ready to test himself, he pulls the cards corresponding to the numbers of his contracted words, takes his own test and files it in his folder. The test is checked by the teacher and the student continues to contract for the next group of words.

At all levels teacher-student negotiation is important to establish realistic contracts and to guide decision-making.

Motivation is high in Contract Spelling because all students have the opportunity to experience success each week.

CONTRACT SPELLING

Three Title I aides and two County funded aides assist teachers in carrying out the instructional objectives. They work with students in many ways, reinforcing the skills taught by the teacher. They use commercial materials such as the Peabody Kit, Speech to Print Phonics, Audio Visual materials and equipment. They listen to children read, help individuals with independent activities and help to check students' work. The aides are a definite asset to our program.

Parent volunteers help the school in many ways. They assist in the library, health room, in classrooms and in construction of learning centers. Volunteers are scheduled in these areas on a regular basis usually once or twice a week. Teachers indicate the times when they most need a volunteer and a parent Coordinator tries to schedule a regular helper for the teacher. Teachers make specific plans for the volunteers in the classroom, for tasks similar to the aide. Parents monitor a-v stations, check papers, listen to children read, help to make centers or bulletin boards.

INSTRUCTIONAL AIDES AND PARENT VOLUNTEERS

Each morning approximately thirty fifth graders and twenty-five fourth graders assist an equal number of first and second graders with reading and math skills. The tutors go to the primary classrooms for their tutees and usually find a spot in the media center to work. The tutors work approximately 15 minutes each day with their younger students and are scheduled in groups of ten or twelve each 15 minute period from 10:00 a.m. until 11:15 a.m.

The tutor program is coordinated and supervised by the school's reading teacher. She meets regularly with the tutors and the classroom teachers to plan the daily lessons for the tutors. Each tutor keeps a log, recording what is done each day, the tutee's progress and the success of the activity. Informal reports are also given to the first and second grade teachers as the tutee is returned to his class.

Both the tutor and tutee seem to be receiving many benefits from the program and teachers at both levels are very pleased. The younger student is receiving individual attention and reinforcement of basic skills. He has an older friend or "buddy" to whom he can relate throughout the school day. The older student is practicing many language skills—through the written log, the lesson plans, selecting books to read and talking with the tutee. The tutors seem to feel important to have this responsibility and they have become more understanding of the teacher's task in school.

Some of the specific activities accomplished by the tutors include: helping tutees make a sound booklet [finding pictures that begin with a particular sound], helping students with the recognition of letters and numbers, playing educational games, reading to tutees and asking comprehensive questions, helping tutees with basic number facts.

STUDENT TUTOR PROGRAM

In-service has been on-going for West Friendship's staff. Numerous consultants have been available to work with our teachers during the past few years through the University of Maryland Teacher Education Center and our County Title I Program.

Many of the components of our school program began with commitments made at a summer Title I workshop directed by Dr. Robert Wilson and several of his staff from the University of Maryland. Built around the theme "Accept and Challenge" teachers learned strategies for diagnostic teaching, focusing on strengths and decision making by children. School teams [principal, teachers, aides, parents] made commitments to implement ideas gained from the workshop. The University of Maryland team followed up by visiting the school and giving help to teachers as needed.

IN-SERVICE

WEST FRIENDSHIP ELEMENTARY READING PROGRAM

Reading receives a high priority in our school. A variety of methods and materials are used to develop the skills of reading and students are encouraged to read widely both for pleasure and information.

A large block of time is devoted to reading and the related language arts each morning. Most classrooms schedule reading, English, spelling and handwriting between 9:00 and 11:30 a.m. Students are grouped according to levels and needs for skills instruction. Other reading activities may involve heterogeneous groups.

At the first grade level, our teachers use the readiness materials of the Houghton Mifflin basal series as well as a large amount of children's language experiences. A-V materials help to strengthen the visual and auditory perception so important to the reading act. As students progress in their knowledge of sounds and increase their basic sight vocabulary, they move into the basal pre-primers and primers. During the year, some of the more advanced students will be reading library books independently and working individually using S.R.A. materials. The Houghton Mifflin basal has a very good diagnostic testing program where children are tested often to determine their mastery of skills, vocabulary and comprehension.

Second and third level readers continue with the basal, language experience and individualized approaches. As the students progress through the basal program the amount of individualized reading increases and the language experience decreases. However, all students have directed reading activities each day in which the teacher works on particular skills. A variety of materials are used and learning centers become an excellent way to reinforce the basal skills of reading as well as to enrich the program and challenge the good readers.

Fourth and fifth level readers are encouraged to read widely at their own pace through individualized materials and library books. Teachers at these levels use the basal materials to teach skills and develop comprehension and group discussions. The basal reader tests are also used for diagnosis and check-up.

Parent volunteers, aides and student teachers assist teachers with the reading program. They are able to provide help with audio-visual materials, with learning center activities, games, with individual students as they need help, with checking students' work, typing language experience stories and numerous other activities.

Students with particular reading problems receive special instruction from our reading teacher or our S.L.D. teacher. These special teachers use different materials and methods, such as the linguistic or kinesthetic approaches. They also use a large variety of games and highly motivating materials.

Our staff has developed a reading skills checklist, which is kept for each child and becomes a part of his folder. A series of diagnostic tests were also prepared--one for each of the skills. Teachers use these as a basis for skills instruction and assessment of progress.

Our school's reading program has been greatly influenced by the help of consultants from the University of Maryland and other area colleges. We have tried to incorporate as many approaches as possible in order to teach all children to read.

WEST FRIENDSHIP's STUDENT TUTOR PROGRAM

Each morning from 10:00 until 11:15 fourth and fifth grade student tutors work with first and second grade students in the school media center. Each tutor works for approximately 15 minutes with his assigned tutee on a particular skill in reading or math.

The program began in October when thirty-two fifth graders were assigned to give help to an equal number of first graders who lacked basic reading readiness skills. The tutor program is coordinated by the reading teacher, who with the help of classroom teachers, outlines the daily lesson plans for the tutors. She meets with the tutors regularly and gives help as needed. Each tutor keeps a log of the daily lesson telling what was done and giving a brief evaluation. The log provides immediate feedback and diagnosis for the classroom teacher who usually gets an informal report when the younger student is returned to class.

The success of this tutor program prompted its expansion in January to include fourth graders who assist second graders. Thirty fourth graders are paired with thirty second graders needing help and reinforcement of basic reading and math skills.

The tutors are scheduled in groups of 10 to 12 each 15 minute period. They arrive in the primary wing, very official looking with their log and teaching materials. They pick up their "buddy" in the classroom, take him or her to the media center where they find a space to work. Many of these tutors have devised their own games and manipulative materials to use with their young students. One day each week the tutor reads a story to the tutee and asks comprehensive questions. Other activities include: helping students with letter recognition, making sound booklets (finding pictures that begin with a particular sound), helping with handwriting, playing educational games, giving practice with word cards or math facts.

These young tutors are very serious and dedicated. We are seeing benefits for both tutor and tutee. The older student is using a variety of language skills through keeping the log, preparing lessons and materials, talking with the student. The younger student is getting individual attention and help with basic skills. Perhaps even more important is that this young student has a "buddy" all day--an older student he can relate to in the school and on the playground. An improved self-concept is noted in both groups.

PARENT VOLUNTEER PROGRAM

WEST FRIENDSHIP ELEMENTARY SCHOOL

HOWARD COUNTY

PRINCIPAL: Mrs. Shirley C. Fink

PARENT COORDINATOR: Mrs. Azzie Benhoff

PARENT VOLUNTEER PROGRAM

WEST FRIENDSHIP ELEMENTARY SCHOOL

Volunteer aides have become a valuable asset in our instructional program at the West Friendship School in Howard County. As we have tried to individualize our instruction more and more using learning centers, audio-visual materials, and varieties of independent activities we began to see the need of more adult supervision.

Our parent volunteer program evolved gradually during the past few years and perhaps began as a result of our use of paid aides through a federally funded Title I program. Where aides were available to assist the teacher we began to see a more effective and a more efficient instructional program. Just the presence of another adult to whom a child could turn for help or a word of encouragement meant so much--often the success or failure for that child at that time. Teachers worked closely with the aides, making them a part of the instructional team. The teacher "called the signals", but the aide received instruction about "carrying the ball" in reinforcing skills taught, in giving individual help to particular children, etc.

In order to provide this same kind of assistance for all teachers we began to enlist the aid of parents. This began rather informally several years ago when parents were first asked to assist in the library to allow our librarian the time to meet with classroom teachers and give them help in acquiring resources. Gradually, some help filtered into the classrooms. Two years ago we began with a more organized system, working through a P.T.A. member who served as coordinator of parent volunteers. A survey sheet was sent home by all children and parents were asked to indicate whether or not

they would like to serve as a volunteer aide. The survey was kept simple, offering a choice of areas in which to work, the day or days available and the time available. (See attached survey sheet.) The parent coordinator then compiled these. At the same time teachers were asked to submit the days and specific times they would most need an aide. They were also asked to have specific tasks in mind for the volunteer.

The parent coordinator and principal then worked together to arrange a working schedule. The parent coordinator made the necessary contacts and we were in business.

Our Health Chairman met with the volunteers for the health room, the Library Chairman met with her group and the Parent Coordinator met with the classroom aides. A general orientation was given and some guidelines were reviewed using our Volunteer Teachers' Aide Handbook which was prepared by a county-wide committee in August 1970.

Our teachers met also and discussed some important aspects of the use of volunteers. For example, we feel strongly that these volunteers should have certain specific duties which they fully understand. Teachers need to take time to plan for them and to explain these to the Volunteer Aide. We believe the aides should feel welcome and needed.

Some of the specific tasks of our volunteer parents include:

typing children's experience stories
listening to children read
monitoring listening stations
giving help to individual children with seatwork exercises
giving practice with word cards
supervising educational games
checking papers
recording words on language master (vocabulary and spelling)

checking S.R.A. booklets

carding books

checking o' t books

mending books

It has been estimated that during the past school 70-80 hours a week have been volunteered by our parents.

Last year in addition to parents, we had one high school student who came each afternoon and worked as an aide in the classroom. Several other high school students and parents offered their services to tutor individual students after school. This was coordinated by our county's VITAL tutor program, a federally funded project. During the month of January we had three college students who volunteered to work in our classrooms during their semester for the experience of working with children.

We have not turned down any volunteer--with so many jobs to be done in so many areas, we always seem to need more helping hands.

Many other schools in our County use volunteer aides in different ways to assist with the school program. Our program is just one of many which has been very successful and helpful.

HELP WANTED

PLACE: West Friendship Elementary School - 1973-1974 School Year

TIME: At your convenience

All Parents:

Last year was a very successful year for the PARENT VOLUNTEER COMMITTEE at West Friendship Elementary School and we look forward to joining with Mrs. Fink and the faculty again this year to lend a helping hand. We are hopeful for an even larger parental participation this 1973-'74 school year. Please help by completing the form below and returning it to school with your child.

Check if you could offer help in these particular areas:

1. Classroom helper (listening to children read, marking papers, etc.) _____
2. Art (assisting teachers with centers and bulletin boards) _____
3. Health room _____
4. Typing (help is needed immediately in the First Grade typing language experience stories) _____
5. Library

Classroom or Grade level preferred _____

Day or days available _____

Time available (morning, afternoon, etc.) _____

Weekly, bi-weekly, or other _____

If you are unable to work on a regular basis, could you assist us occasionally, if called? (To assist with field trips, help with class parties, etc.) _____

You will be called to confirm your schedule. For more detailed information at this time, please call one of the numbers listed below:

~~Annie Pendell, 988-9413~~
~~Anita Conroy, 988-9390~~

NAME _____ PHONE _____

ADDRESS _____

CHILDREN IN SCHOOL: NAMES AND CLASSROOMS: _____

_____

COORDINATING AN ELEMENTARY SCHOOL READING PROGRAM

- Shirley C. Fink
West Friendship Elementary School

I. Philosophy and Commitment
Establish a school wide philosophy and priorities in the area of reading:
- child centered
- emphasis on positive self-concept
- focusing on strengths of children
- success for all children

II. The Program
- Basal (Backbone)
- Language Experience
- Individualized Reading
- Independent Reading
- Content Area Reading

III. Grouping for Instruction
- Heterogeneous classrooms
- Flexible instructional groups
- Skill groups

IV. Materials
- Basal Texts
- Library Books
- Commercial Kits (S.R.A., Pacemakers, Peabody, Scholastic Speech to Print, etc.)
- Diagnostic tests and Skills Checklist
- A-V materials and equipment
- Learning Centers and other teacher made materials

V. Teaching Strategies
- Directed Reading Activities
- Diagnostic Teaching
- Contracting
- Language Experience Approach
- Individualized Approach

VI. Use of Staff
- all teachers teach reading to heterogeneous class groupings
- Reading teacher
  - -tests new students
  - -diagnoses students with reading problems
  - -works with individuals and small groups
  - -assists new teachers in classrooms
  - -resource to teachers through planning sessions and in-service
  - -coordinates tutor program and right-to-read parent volunteers

VI. Use of Staff (cont'd)

- S.L.D. Teacher
  - -works with students with learning disabilities in a one-to-one or small group situation
  - -observes and assists these students in classroom situations
  - -uses multi-sensory approach
  - -uses language experience and linquistic approaches

- E.M.R. Teacher
  - -works with students identified as E.M.R. in small group situation
  - -uses Palo Alto reading materials
- Media Specialist
  - -meets with teams at noon planning time
  - -assists children with individual projects in media center
  - -works with each class once per week in media center
  - -orders materials from central office for teachers
  - -orders books and a-v materials for school
- Physical Education Teacher
  - -provides motor training through skill development
  - -works with small groups of students with special motor needs
- Speech Therapist
  - -tests and diagnoses students referred by classroom teachers
  - -provides speech therapy and language development
- Aides
  - -work with students, providing reinforcement and special help
  - -assist teachers with record keeping
  - -receive on-going in-service from teachers
- Parent Volunteers
  - -assist teachers
  - -work with students as directed by teacher
  - -receive in-service from classroom teachers and reading teacher
  - -assist in media center and health room
- Screening Committee
  - -composed of Reading Teacher, Special Education Teachers. Speech Therapist, Principal and Classroom teacher
  - -receives referrals from classroom teachers
  - -makes recommendations for initial screening and informal diagnosis
  - -prescribes program
  - -recommends psychological testing if needed

VII. In-Service and Staff Development

- schedule consultants to work with teachers
- provide for visitation to other schools
- share ideas among staff

To be kept in each child's permanent record

WEST FRIENDSHIP ELEMENTARY SCHOOL

BASIC READING SKILLS CHECKLIST

Name of Child: _____

READING LEVEL

	PP	P	1	2-1	2-2	3-1	3-2	4	5	6	7
Books Read & Date											
L											
I											
PS											

KEY

Levels of Comprehension - The teacher will indicate the mastery level of comprehension with a check (✓) in the appropriate box.

L - Literal (Factual)
I - Interpretive (Paraphrasing)
PS - Problem Solving (Can apply skill learned)

LIST OF BOOKS

SF	Scott Foresman
HM	Houghton Mifflin (old)
HM	Houghton Mifflin (new)
WN	Winston (Stauffer)
RP	Row, Peterson
MR	Merrill Linguistic
AB	Allyn & Bacon (Sheldon)
HO	Holt, Rinehart, Winston (Sounds of Lang.)
LC-1	Lyons and Carnahan (Cur. Motivation)
LC-2	Lyons and Carnahan (Cur. Enrichment)
RD	Readers' Digest Skilltexts
HA	Harper and Row (Wonder Story Books)
ABC	American Book Company

The teacher will indicate at each level the book or books the child has read using code for publisher and including year book was read (e.g., HM '73).
Others _____

RESULT OF BOTEL WORD OPPOSITES TEST

Grade in Which Administered	1	2	3	4	5
Score					

THE PURPOSE OF THIS CHECKLIST IS TO FACILITATE COMMUNICATION FROM ONE TEACHER TO ANOTHER

BASIC SKILLS CHECKLIST
DIRECTIONS

A check (✓) in Column I indicates the skill has been introduced.

The following code will be used in Column II:

(High) H - 90% - 100% on test
(Average) A - 70% - 80% on test
(Low) L - 60% and below on test
✓ - was observed using the skill satisfactorily

(Observable) - in lieu of a written test the teacher will note through daily lessons whether or not the child knows this skill.

PRE-LEVEL A

I	II	
		Satisfactory Performance: (Physical Tests and Observation)
_____	_____	1. Visual
_____	_____	2. Auditory
_____	_____	3. Speech

LEVEL A - Readiness

Auditory Discrimination

_____	_____	1. Initial Consonants
_____	_____	2. Final Consonants
_____	_____	3. Medial Vowels

Visual Discrimination

		1. Gross
_____	_____	a. Word
_____	_____	b. Letter
		2. Fine
_____	_____	a. Word
_____	_____	b. Letter

Language: (Observable)

_____	_____	1. Expresses self adequately
_____	_____	2. Can follow oral directions

Alphabet:

_____	_____	Knows the names of all the letters

Left to Right:

		1. Gross (Observable)
_____	_____	Knows left and right
		2. Fine
_____	_____	Sees letters and words in left to right direction

AT ALL LEVELS THE TEACHER REVIEWS SKILLS LEARNED PREVIOUSLY AND PROVIDES INSTRUCTION FOCUSING ON THE STRENGTHS AS WELL AS THE NEEDS OF THE CHILD.

BASIC SKILLS CHECKLIST

LEVEL B
(BASIC SKILLS)

I	II	
		Consonants:
		1. Regular and Irregular
		2. Blends (st, dr, bl, etc.)
		3. Digraphs (ch, ng, th, etc.)
		4. Silent (kn, isl) (Observable)
		5. Double (ll, ss, etc.) (Observable)
		Vowels
		1. Long -a - e - i - o - u -
		2. Short -a - e - i - o - u -
		3. R-controlled (er, ar, or etc.)
		4. Dipthongs (oi, ou, oy, ow) (Observable)
		5. Digraphs (ee, oa, ai, etc.) (Observable)
		6. L-controlled (Observable)
		7. Irregular (food, book, snow) (Observable)
		Structural Analysis
		1. Compound words (Observable)
		2. Inflected endings (s, ed, ing)
		3. Auditory awareness of syllables
		Uses Word Attack: (Observable)
		1. Uses the five keys
		a) Look at the word
		b) Frame the word
		c) Use your sounds
		d) Use the other words in the sentence.
		e) Ask a buddy.
		2. Rhyming words
		Reference Skills
		1. Dictionary (Observable)
		2. Table of contents

AT ALL LEVELS THE TEACHER REVIEWS SKILLS LEARNED PREVIOUSLY AND PROVIDES INSTRUCTION FOCUSING ON THE STRENGTHS AS WELL AS THE NEEDS OF THE CHILD

BASIC SKILLS CHECKLIST

LEVEL C
(Refinement)

I	II	
		Structural Analysis
		1. Prefixes
		a. dis
		b. en
		c. in
		d. re
		e. un
		2. Suffixes
		a. er - est
		b. ful
		c. ish
		d. less
		e. ly
		f. ness
		g. y
		3. Syllabication generalizations
		a. vc/cv }
		b. v/cv } applies 50% of the time)
		c. /cle }
		Visual Clues for word pronunciation:
		1. Clues to long vowel sounds
		a. open syllable
		b. two vowels together usually make one sound
		c. final e generally silent
		2/ Clues to short vowel sounds
		closed syllable
		3. Hard and soft consonants (Observable)
		a. c followed by e, i and y
		b. g followed by e, i and y
		4. Contractions (I'll, can't, don't)
		5. Possessives ('s) (Observable)
		Dictionary:
		1. Phonetic Spelling (Observable)
		2. Alphabetizing by
		a. first letter
		b. second letter
		c. third letter
		3. Accented syllable (Observable)

AT ALL LEVELS THE TEACHER REVIEWS SKILLS LEARNED PREVIOUSLY AND PROVIDES INSTRUCTION FOCUSING ON THE STRENGTHS AS WELL AS THE NEEDS OF THE CHILD

Diagnostic Tests - (Teacher-made except for Test 1)
Copies to administer to students available in teachers' secretary's office.

Test 1

LEVEL A Readiness

Auditory Discrimination

Wepman Test (Commercial publication- from Language Research Association Chicago, Illinois

Test 2

LEVEL A - Readiness

Visual Discrimination - Gross - Words

Administer individually or in small groups of three or four. The child may use a line holder.

Directions: "Look at the first word in the row. Now look across the same row and find a word that looks just like the first word. Draw a circle (ring) around that word. Let's do the row that has the star together."

* duck		boy	elephant	duck
box	1.	ear	box	house
man	2.	man	girl	boy
blouse	3.	dress	pants	blouse
table	4.	chair	table	floor
dog	5.	fox	wolf	dog
stamp	6.	letter	envelope	stamp
lunch	7.	lunch	dinner	bag
ice	8.	snow	rain	ice
comb	9.	comb	brush	pin
hat	10.	cap	flowers	hat

LEVEL A - READINESS

Visual Discrimination - Grosm - Letters

Administer individually or in small groups of three or four. The child may use a line holder.

Directions: "Look at the first letter in the row. Now look across the same row and find a letter that looks just like the first letter. Draw a circle (ring) around that letter. Let's do the row that has the star togethe-."

* X	•	A	h	X
B	1.	b	B	G
L	2.	L	a	Z
q	3.	W	q	D
T	4.	R	s	T
O	5.	O	B	F
H	6.	U	C	H
e	7.	I	P	e
D	8.	d	D	E
J	9.	E	J	W
M	10.	R	s	M

LEVEL A - Readiness

Visual Discrimination - Fine - Words

Administer individually or in small groups of three or four. The child may use a line holder.

Directions: "Look at the first word in the row. Now look across the same row and find a word that looks just like the first word. Draw a circle (ring) around that word. Let's do the row that has the star, together.)

* bat		bat	mat	hat
drop	1.	dip	drip	drop
men	2.	mine	men	mint
trip	3.	tip	top	trip
tint	4.	tent	tint	trap
tall	5.	tall	fall	pall
set	6.	sit	sat	set
hair	7.	hair	chair	hare
stomp	8.	stamp	stomp	step
eye	9.	ear	eat	eye
said	10.	sad	did	said

LEVEL A - Readiness

Visual Discrimination - Fine - Letters

Administer individually or in small groups of three or four. The child may use a line holder.

Directions: "Look at the first letter in the row. Now look across the same row and find a letter that looks just like the first letter. Draw a circle (ring) around that letter. Let's do the row that has the star together."

*	p		p	b	q
	o	1.	c	a	o
	d	2.	h	b	d
	g	3.	g	p	j
	j	4.	i	j	y
	m	5.	n	m	r
	t	6.	f	t	l
	y	7.	u	v	y
	m	8.	w	m	v
	e	9.	c	e	o
	n	10.	n	h	m

Level A - Readiness

Alphabet

This is an individually administered test. The child will have a worksheet with the letters of the alphabet. The child will name the letters while the teacher records the responses on the teacher's copy.

Part A Directions: "I would like you to tell me the name of these capital letters."

D	W	R	B
A	M	T	U
S	X	C	G
V	F	I	E
L	K	N	O
J	P	Q	Y
Z	H		

Part B Directions!' "I would like you to tell me the name of these small letters."

q	y	z	p
o	l	j	n
k	h	e	i
f	d	v	g
c	x	s	u
t	m	a	b
r	w		

Level A - Readiness

This is a test that should be given in small groups so that the teacher can observe the children. It is a test to determine if the child sees words from left to right. The teacher should explain how to do this exercise by doing an example on the blackboard.

Directions: "Find each word that is in the box below and circle the words the first time they appear in sequence when reading from left to right."

Example: (Put on board and explain)

Joe ran here.

Jim	Joe	John	Jack
ran	ray	run	ran
there	here	head	here

****

1. Dad is big.

Dad	Day	Deb	Dad
big	is	as	at
bag	big	bug	big

2. Boys play ball.

Boys	Bugs	Bays	Boys
plan	ball	play	park
ball	bill	pull	ball

3. I saw birds.

A	I	It	I
saw	say	saw	was
birds	bids	burst	buck

4. Girls, go home.

Go	Grills	Girls	Goods	
go	got	go	get	golf
house	horse	home	come	

5. The car is red.

That	The	Them	The
car	care	crow	
is	red	it	at
real	rim	red	

6. The house is blue.

blue	black	the	that	
the	horse	house	blue	
is	it	that	it	blue

7. I like to eat peanuts.

peanuts	like	I	eat
eat	at	like	look
peanuts	put	to	my
eat	in	at	to
pears	peanuts		put

TEST 8 - PART A

Level B - Basic Skills

Consonants - Regular and Irregular

Directions to the teacher: In the first grade the child will tell the teacher the letter name and the teacher will record the response. In the second grade and higher the child will write the letter name on an answer sheet.

Directions to the pupil: "On this test we will be listening for the beginning sound in a word. Listen to the word I will say. I will say each word two times. Listen carefully for the first sound. Then tell me the letter that makes that first sound. (For second grade on -- "Then write the letter that makes that sound on your answer shee.")

Example: "mice mice What does mice begin with? Good, it begins with an "m".

1.	milk	(m)	10.	people	(p)
2.	deer	(d)	11.	jack-o-lantern	(j)
3.	fireman	(f)	12.	kite	(k) (c)
4.	garage	(g)	13.	cake	(c) (k)
5.	boy	(b)	14.	yak	(y)
6.	soap	(s)	15.	violin	(v)
7.	top	(t)	16.	rocket	(r)
8.	window	(w)	17.	hat	(h)
9.	nuts	(n)	18.	lollipop	(l)

Level B - Basic Skills

Consonants - Regular and Irregular - Ending Sounds

Directions to the teacher: In the first grade the child will tell the teacher the letter names and the teacher will record the response. In the second grade and higher the child will write the letter name on an answer sheet.

Directions to the pupil: "On this test we will be listening for the ending sound in a word. Listen to the word I will say. I will say each word two times. Listen carefully for the last sound. Then tell me the letter that makes that last sound. (For second grade on -- "Then write the letter that makes that last sound on your answer sheet.")
Example: "hit hit What does hit end with? Good, it ends with a "t".

1.	drum	(m)	7.	wet	(t)
2.	bed	(d)	8.	ten	(n)
3.	muff	(f)	9.	top	(p)
4.	rug	(g)	10.	back	(c, k, or ck)
5.	bib	(b)	11.	seal	(l)
6.	miss	(s)	12.	have	(v)

Level B - Basic Skills

Blends

Directions to the pupil:

"On this test we will be listening for the blend. A blend is two consonants together. Listen to the word I will say. I will say each word two times. Listen for the blend (two sounds) at the beginning of the word. Then tell me the letters that make the two sounds. (For second grade and higher -- "Then write the blend on your answer sheet.")
Example: "clap..clap Good, it begins with cl."

1.	blue	(bl)	9.	grab	(gr)
2.	bread	(br)	10.	pray	(pr)
3.	clean	(cl)	11.	plane	(pl)
4.	crayon	(cr)	12.	stop	(st)
5.	dream	(dr)	13.	scat	(sc)
6.	fly	(fl)	14.	sly	(sl)
7.	frog	(fr)	15.	try	(tr)
8.	glass	(gl)			

Level B - Basic Skills

Digraphs and Irregulars

Directions to the teacher: This is an individually administered test. The teacher will say each nonsense word twice.

I. Directions to the pupil: On this test we will be listening for the beginning sound. Two letters will make the beginning sound. I will say the word two times.

1. shorm (sh)
2. chide (ch)
3. thence (th)
4. whet (wh)
5. whelp (wh)

II. Directions to the pupil: On this test we will be listening to the last sound at the end of these words. I will say the word two times.

1. punish (sh)
2. worth (th)
3. touch (ch)
4. sling (ng)
5. punch (ch)

III. Directions to the pupil: Now listen for the beginning sound of these words. I will say the word two times.

1. cos (hard k)
2. goap (hard g)
3. ǧirif (soft j)
4. san (s)
5. yesterday (y)

IV. Directions to the pupil: Listen for the last sound in these words. I will say each word two times.

1. moce (soft c)
2. bog (hard g)
3. wes (s or z)
4. my (y or i)
5. wappy (y or e)

Level B - Basic Skills

Long Vowels

Directions to the pupil: On this test we will be listening for the long vowel sound in the word. Listen to the word I say. I will say each word two times. These words are not real words. Listen carefully for the long vowel sound. Then write the letter of the long vowel sound you hear.

Example: "shoge..shoge" Good, shoge has a long o sound."

1.	fune	(u)	9.	gride	(i)
2.	swane	(a)	10.	muke	(u)
3.	keef	(e)	11.	thoge	(o)
4.	slape	(a)	12.	flime	(i)
5.	trine	(i)	13.	moach	(o)
6.	stope	(o)	14.	veen	(e)
7.	cuze	(u)	15.	gade	(a)
8.	deash	(e)			

Level - B Basic Skills
Short Vowels

Directions to the pupil: "On this test we will be listening for the long vowel sound in the word. Listen to the word I say. I will say each word two times. Listen carefully for the short vowel sound. Then write the letter of the short vowel sound you hear. Example: Meash....meash,,. Yes you would write an e on your paper."

1. rep (e)
2. font (o)
3. naf (a)
4. hib (i)
5. sug (u)
6. teb (e)
7. flod (o)
8. grat (a)
9. mun (u)
10. glit (i)
11. duf (u)
12. flan (a)
13. sweg (e)
14. dop (o)
15. trin (i)

Level B - Basic Skills

R-Controlled Sounds

Directions to the pupil:

"When an r follows a vowel, it changes the vowel sound. We will be listening for that r-controlled sound. Listen to the word I will say. I will say each word two times. "Then write the letters that make the r-controlled sound." Example: "darp darp Yes, darp has the sound "ar" makes."

1. forg (or)
2. glark (ar)
3. dirb (ir, ur, er)
4. snorp (or)
5. marf (ar)
6. corge (or)
7. blirsh (ir)
8. scarb (ar)
9. hirn (ir)

Level B - Basic Skills

Structural Analysis

Inflected endings (s, er, ed, ing)

Directions to the pupil: On this test we will be looking for the correct ending of a word in each sentence. Read each sentence. Write either s, er, ed, or ing on the blank. Read the sentence again. Does it make sense.

Sample Item:

○ All of the boys went outside.

△ I played with my dog.

1. Bess was drawing cats .
2. You are a good work er .
3. He is play ing with his pet.
4. I watch ed Winnie-the-Pooh last night.
5. The farm er takes a wife.
6. Bill has a lot of pups .
7. We are eat ing our lunch.
8. Sue talk ed an hour on the phone.

Level B - Basic Skills

Structural Analysis

Auditory awareness of syllables

Directions to the pupil: On this test we will be listening for the number of parts, syllables, in a word. Listen to the word I will say. I will say each word two times. Listen carefully for the number of syllables. Draw a circle around the number that shows the number of syllables you hear.

Sample Item:

○	birthday	1	(2)	3	4	5
△	television	1	2	3	(4)	5
1.	zebra	1	(2)	3	4	5
2.	wonderful	1	2	(3)	4	5
3.	teeth	(1)	2	3	4	5
4.	butterfly	1	2	(3)	4	5
5.	regulated	1	2	3	(4)	5
6.	correspondingly	1	2	3	4	(5)
7.	Saturday	1	2	(3)	4	5
8.	tiger	1	(2)	3	4	5
9.	farm	(1)	2	3	4	5
10.	extinguisher	1	2	3	(4)	5

Level B - Basic Skills

Reference Skills

TABLE OF CONTENTS

Directions to the pupil: This is a test to see how well you can use the table of contents that are in many books. This is a table of contents about a book on water. Read this table of contents and then answer the questions.

This is from a book about water.

Chapter		Page
1.	What Water Is	1
2.	Water and Living Things	4
3.	Water and the Weather	8
4.	Water for People	12
5.	Water Power	18
6.	Water Pollution	25

Use the table of contents above to answer these questions.

1. How many chapters are in this book? 6

2. In this book, Chapter 5 starts on what page? 18

3. In this book, Chapter 6 starts on what page? 25

4. On what pages would you find something about what water is? 1

5. What would you be reading about on page 25? water pollution

6. Which chapter would tell about water to drink? Chapter 4

7. Which chapter would tell about rain? Chapter 3

Level B - Basic Skills

Rhyming Words

Directions to the teacher: Accept any word that has the same ending, real and/or nonsense.

Directions to the pupil: Today we are going to make rhyming words. On your paper you will see four words. Under each word are four spaces. Write as many words as you can that rhyme with the word underlined. Let's do one on the blackboard together.
Use the example bit.

that	back
_____	_____
_____	_____
_____	_____
_____	_____

right	man
_____	_____
_____	_____
_____	_____
_____	_____

Level C - Refinement

Prefixes and Suffixes

Directions for the pupil: "On your paper you will see words that have prefixes and suffixes. Write the base word by taking off the prefix or suffix.
Example: easily easy

Prefixes

1. alike like
2. become come
3. unsure sure
4. almost most
5. dislikes like
6. replace place

Suffixes

1. painter paint
2. bravest brave
3. checked check
4. dropped drop
5. broken broke
6. spelling spell
7. druggist drug
8. happily happy
9. backward back
10. visitor visit
11. quietly quiet
12. goodness good

Level C - Refinement

Syllabication

Directions to the teacher: Write the following rule abbreviations on the blackboard: v/cv vccv /c/e

Directions to the pupil: "Use the three rules you have learned to divide these nonsense words into syllables, also write the rule you used.
Example: ponnev pon/nev vc/cv

1.	sarkle	sar kle	/c/e
2.	capen	ca pen	v/cv
3.	rovven	rov ven	vc/cv
4.	tatle	ta tle	/c/e
5.	venel	ve nel	v/cv
6.	contal	con tal	vc/cv
7.	sonner	son ner	vc/cv
8.	noten	no ten	v/cv
9.	kenter	ken ter	vc/cv
10.	kovel	ko vel	v/cv

Level C - Refinement

Visual Clues for Word Pronunciation

Directions to the pupil: "Write the letter "S" if the vowel sound is short or the letter "L" if the vowel sound is long.
Example: um S sone L "

1. plibe L
2. opp S
3. vone L
4. phy L
5. sede L
6. scrab S
7. nlush S
8. xoan L
9. ut S
10. aip S
11. boam L
12. chene L

Level C - Refinement

Visual Clues for Word Pronunciation

Contractions

Part A

Directions to the pupil: On this test we will be looking for the contraction that can be made. Look at the two words next to each number. Write the contractions that can be made.

Sample Item: ○ he is he's

1. I am I'm
2. that is that's
3. can not can't
4. she will she'll
5. let us let's

Part B

Directions to the pupil: On this test we will be looking for the two words that form the contraction. Look at the contraction next to each number. Write the two words that form the contraction. More than one answer may be possible.

Sample Item: ○ she'll she will

1. won't will not
2. I'll I will shall
3. weren't were not
4. you're you are
5. couldn't could not

Level C - Refinement

Dictionary Skills

Arranging Words in Alphabetical Order

Directions to the pupil: "In each group of words below, number the words to show the order in which they would appear in the dictionary."

Example:
2 cat
1 baby
3 wagon

A.	B.	C.
4 snake	2 ten	5 sprain
3 donkey	4 tin	4 split
5 zebra	1 tan	2 spent
1 alligator	5 ton	1 speck
2 bear	3 this	3 splash